

NAMBOUR CHRISTIAN COLLEGE LTD

AI POLICY

Internal Policy & Procedure 60.0 T8

ISSUED	8 Oct 2025	LOCATED	T:\Admin\Policies\1.Policies - Internal Policies & Procedures
REVISED			
REVISION SCHEDULE	Annually or as required	APPROVED BY	College Executive
DOCUMENT OWNER/S	Head of IT, Head of Teaching & Learning, College Executive		

POLICY

1. Introduction

Artificial Intelligence (AI) enabled platforms and tools have significant capacity to enhance and streamline productivity for staff, however, there are serious implications for quality, reliability and confidentiality when using these tools.

Publicly available applications driven by generative artificial intelligence (GenAI), such as chatbots (ChatGPT, Google Gemini, xAI (Grok), Microsoft Copilot), image generators (DALL-E 2, Midjourney) and video generators (Sora) are impressive and widely popular. But while these content-generating tools may offer attractive opportunities to streamline work functions and increase our efficiency, they come with serious security, accuracy, and intellectual property risks.

This policy highlights the unique issues raised by GenAI, helps staff understand the guidelines for its acceptable use, and protects the confidential and sensitive information of Nambour Christian College (NCC).

2. Scope

This policy applies to the use of all third-party or publicly available AI tools including ChatGPT, Google Gemini, Microsoft Copilot (Free version) and other similar applications that may mimic human intelligence to generate answers, work, or perform certain tasks. Only approved tools as listed below are authorised to be used. All school policy development and use of AI must adhere to the Australian Framework for Generative AI in Schools (*see appendix 1*).

3. References

- NCC Technology (acceptable use) Policy
- NCC Technology (Acceptable Use) Guidelines for Students
- NCC Secondary Assessment Policy
- Staff Code of Conduct

PROCEDURE

4. AI Use Guidelines for Staff and Students

4.1. For Staff

Staff may only use approved tools as below. This list will be regularly updated, and systems will be assessed on their capabilities, accuracy, security function and compliance with this policy. All other AI tools including ChatGPT, Google Gemini, etc. are not to be used without exception and will be blocked on College systems. Limited exceptions will be made for AI tool use when requested in writing to the Head of IT.

- **Microsoft Copilot (When logged in with your College account)**
- **Adobe Tools (When logged in with your College account)**
- **Canva Tools (When logged in with your College account)**

4.2. For Students

Students are currently limited in what they can use by way of AI tools and platforms due to most requiring 18+ age verification. Staff are not to encourage use of AI tools with students either for in class activities or for assessment tasks with the exception of those tools listed below. This is subject to change as suitable platforms for student use become available.

- **Microsoft Copilot (When logged in with your College account and students are in Year 10-12)**
- **Adobe Tools (When logged in with your College account)**
- **Canva Tools (When logged in with your College account)**

Requests for approval of new tools are to be made in writing to the Head of IT for vetting and discussion.

5. AI General Use Guidelines

In addition to only using the approved tools, the following guidelines should be followed when using AI:

DO:

- Understand that AI tools may be useful but are not suitable as a substitution for human judgement and creativity
- Understand that AI tools are prone to hallucinations, false answers or information, or information that is out of date, and therefore responses must always be carefully verified by a human
- Treat every bit of information you provide to an AI tool as if it will be made public on the internet for all to see, attributed to you or the company, regardless of the settings you have selected within the tool or assurances made by the tool
- Inform your line manager if you intend on using an AI tool to help perform a task
- Verify that any response from an AI tool that you intend to rely on or use is accurate, appropriate, not biased, not a violation of any other individual or entities intellectual property or privacy, and consistent with the policies of NCC and applicable laws
- Report any inappropriate AI usage, intentional or unintentional, to the Head of IT so we can be sure we comply with data breach laws if applicable.

DO NOT:

- Do not upload or input any confidential or sensitive information into any AI tool. Examples include passwords, information about staff and students including names, addresses, etc., information marked confidential, sensitive, or proprietary or any other non-public company information that might be used to cause harm to the company or individual referenced if disclosed. This may breach the *Technology (acceptable use) Policy* and may require us to report a data breach to the Office of the Australian Information Commissioner (OAIC)
- Do not upload or input any personal information (Names, addresses, etc.) about any person into any AI tool
- Do not upload photos or videos, including students or staff to any platform either for video modification or streamlined video editing
- Do not represent work generated by an AI tool as being your own original work
- Do not integrate any AI tool with other internal software without express approval from the Head of IT
- Do not use AI detection tools to prove plagiarism as they are not reliable
- Do not use AI tools other than those on the approved list as above.

6. On Breach

6.1. For Staff

In the event that a staff member's use of an AI tool results in harm or a breach of College policy, accountability will be managed through established professional conduct and risk management procedures.

Oversight for such incidents rests with the relevant Head of Department and Head of Sub-School, who are responsible for monitoring appropriate use and ensuring compliance with College guidelines. All AI-related activities must be through approved tools as outlined in 4.1 & 4.2 above to enable traceability and oversight. Breaches will be reviewed through the College's incident reporting system, with outcomes documented and addressed in accordance with our staff performance and disciplinary frameworks. This approach ensures transparency, supports responsible innovation, and protects the wellbeing of students and the integrity of our learning environment.

6.2. For Students

Students are expected to use AI tools responsibly and in accordance with *Technology (Acceptable Use) Guidelines for Students*, the *Secondary Assessment Policy* and other academic integrity policies. If a student's use of an AI tool results in harm, misuse, or a breach of policy, accountability will be managed through the College's behavioral and academic review processes.

Oversight of such incidents lies with the classroom teacher and the relevant Year Level Coordinator or Head of House, with escalation to the Deputy Head of Sub-School, Director of Studies and Director of Teaching and Learning where necessary. All incidents must be documented through the College's student management system to ensure transparency and consistency in response. Consequences will be determined based on the nature and impact of the breach, and may include restorative actions, disciplinary measures, or educational interventions. This framework supports safe and ethical engagement with emerging technologies while reinforcing the values of responsibility and respect.

Australian Framework for Generative Artificial Intelligence in Schools

The Australian Framework for Generative Artificial Intelligence (AI) in Schools (the Framework) seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools and society. It was developed on behalf of all Education Ministers by the National AI in Schools Taskforce, which includes representatives from all jurisdictions, education sectors and the national education agencies.



Teaching and Learning

Generative AI tools are used to support and enhance teaching and learning.



Human and Social Wellbeing

Generative AI tools are used to benefit all members of the school community.



Transparency

School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.



Fairness

Generative AI tools are used in ways that are accessible, fair, and respectful.



Accountability

Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.



Privacy, Security and Safety

Students and others using generative AI tools have their privacy and data protected.

1.1 Impact: generative AI tools are used in ways that enhance and support teaching, school administration, and student learning.

1.2 Instruction: schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases.

1.3 Teacher expertise: generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom.

1.4 Critical thinking: generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience.

1.5 Learning design: work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.

1.6 Academic integrity: students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.

2.1 Wellbeing: generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.

2.2 Diversity of perspectives: generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.

2.3 Human rights: generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.

3.1 Information and support: teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.

3.2 Disclosure: school communities are appropriately informed when generative AI tools are used in ways that impact them.

3.3 Explainability: vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.

4.1 Accessibility and inclusivity: generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.

4.2 Equity and access: regional, rural and remote communities are considered when implementing generative AI.

4.3 Non-discrimination: generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups.

4.4 Cultural and intellectual property: generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.

5.1 Human responsibility: teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools.

5.2 Reliability: generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose.

5.3 Monitoring: the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed.

5.1 Contestability: members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.

6.1 Privacy and data protection: generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.

6.2 Privacy disclosure: school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.

6.3 Protection of student inputs: students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.

6.4 Cyber-security and resilience: robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.

6.5 Copyright compliance: when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.



Access the full framework via the QR code for additional information on its intended purpose and audience.



Australian Framework for Generative Artificial Intelligence in Schools © Commonwealth of Australia, 2023